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Party Government vs. the New Era

v.

(By Fag.)

SYNOPSIS OF PRECEDING CHAPTERS

This series of articles was begun in the March number and has been continued consecutively excepting that it was omitted in the April and August numbers for unavoidable reasons. The series opened with the affirmation that under party or machine government a few people received a major portion of the benefits and the great body of the people were compelled to carry the burdens. Conditions of living in the British Isles, the United States and Canada were briefly reviewed in order to illustrate a discrimination which was claimed to be as fatal to the permanence of the British races as it has been fatal to the permanence of the Roman, Athenian and other ancient races. The now almost axiomatic assertion was made that representation in Parliament was confined to those few privileged individuals who had succeeded in monopolizing natural and unnatural resources at the expense of the masses of the people, and in the June number a plan was proposed by which all those living by wages or salary (and who are at present practically disfranchised) might co-ordinate their forces and elect members to the House of Commons. A platform (subject to expurgations for the purpose of harmony) was discussed under two headings.—political and economic. In the present number the platform will be continued under the headings,—Educational and Social, and the series will be brought to a conclusion.

In continuing from the July number of the *Civilian*, the platform of our independent labour members of Parliament, the "Educational" is first taken up as follows:—

THE EDUCATIONAL

(1) National Education

Debatable as this subject may be, it will be doubtless admitted as a general proposition that we cannot have a united people in Canada until we enjoy the benefits of a unified school system. At the present time it is possible that the rising generation may be brought up under nine distinctly different systems and ideals. No argument has yet been advanced in support of such a condition, and yet the condition is allowed to exist.

(2) Higher Status for Teachers as Regards Remuneration, etc.

Referring to the salaries paid public school teachers the Minister of Education for Ontario said a few days ago: "You never can get the best results from teachers in low spirits, and such a condition is a result of financial anxieties and a sense of injustice."

The low valuation placed upon the services of teachers in our public schools is in direct contradiction to the value of the service which teachers are capable of rendering to the state.

(3) Compulsory Military and Physical Training.

Physical training offers great opportunities to instructors not only in building up young Canadians physically strong, but, also in the inculcation of the highest sense of honour in the course of play which will become a part of the character of each pupil in after life.

(4) Compulsory Attendance to age of 16

(5) Technical Education

(6) Psychologic Selection of Avocation as far as possible

(7) Reforms in the Curricula of Primary and Secondary Schools in the following respects

(a) Patriotism.

(b) Citizenship.

(c) The sex relationship.

(a) The spirit of patriotism flourishes in the hearts of all Canadians. Yet we have all observed the lack of respect displayed by many, who fail to pay the proper compliment either to our national anthem or flag.

(b) As elections occur, it becomes manifest that the responsibilities of citizenship are not suitably impressed upon the minds of our young people. Citizenship should be taught as a subject and the giving or taking of bribes in an election should be held up as a mortal sin against the state.

(c) A full understanding of the sex relationship is the most vitally important subject in the education of a child. Important as it is, this subject has been neglected in the past. Instead of learning of the sanctity of this relationship from those most competent to give the instruction, parents as a rule in the past have allowed their children to acquire this all important instruction through coarse and vulgar channels. Ignorance and prudery is responsible for the vice and abuse which in so many cases follow. The state should take up in the schools a duty which the home on account of an indefensible prudery has heretofore failed to carry out.